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VOL. XXII.

ST. LOUIS, JANUARY 9, 1889.

No. 1

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WE hope the subscribers to "The National Educator" will be pleased with the consolidation of that paper with the AMERICAN JOURNAL OF EDUCATION.

Mr. Bonham will, we are sure, be cordially welcomed by all our readers.

AUGUSTINE BIRRELL, the author of "Obiter Dicta," in his essay on Matthew Arnold in *Scribner's*, asserts that "Mr. Arnold, to those who cared for him at all, was the most useful poet of his day."

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And National Educator.

St. Louis, January 9, 1889.

J. S. MERWIN Managing Editor
JERIAH BONHAM, PROF. I. BALDWIN, PROF. G. L. OSBORNE, PROF. R. O. NORTON, } Associate Editors.

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The Commissioner of Education should be a man as well-read as widely experienced, and as broadly cultured as the Heads of the other Departments of the Government. The President should find him the peer of any of his other advisers.

The increasing dangers from illiteracy, the constantly growing interest in education as a social question, renders the Bureau of Education of the highest political importance.

The complexity of many problems in the realm of education, unite to render necessary the appointment of an able, fearless, incorruptible man, whose action is guided by principles, not expedients.

THIS fuller recognition which we are striving to give our teachers and their work, in the columns of the AMERICAN JOURNAL OF EDUCATION, calls forth the enthusiasm and endorsement of our leading educators and school officers alike. It stimulates all to do their best, and to make the most of the facilities afforded by the National, State and County Associations.

We shall enlarge this phase of the JOURNAL for their benefit to the fullest possible extent. We strive thus to build up our teachers, especially if they shall rouse themselves to improve these facilities to their utmost capacity; if they shall feel that they are summoned by a new motive and by an obligation unfelt before, to an accustomed effort to appropriate to

their hearts and to their reason all the countless good which is hidden in knowledge and a right life; an effort to become, more than before, wise, bright, thoughtful, ingenious, good; to attain to the highest degree of learning which is compatible with the practical system of things, of which they are a part; to feed the immortal spiritual nature with an ampler and higher nutrition; enriching memory with new facts, judgment with sounder thoughts, taste with more beautiful images, the moral sense with more of all things, whatsoever that are, lovely, honest and of good report—the reality of virtue, the desert of praise.

WHEN we consider from what points and places our teachers start and the difficulties they encounter; and then consider, further, what worn-out methods they have replaced with textbook teaching; what they have revived and reformed; how much they have enlarged and broadened the curriculum and extended the horizon of being—we confess we cannot find praises enough for their devotion and progress.

Let the owls who sit in darkness, hoot of their "mistakes"—we prefer to chronicle their successes!

Let the teachers press on; the people will come to recognize the value and vastness of a work these critics are incapable of appreciating.

THE Legislature of Missouri seems to have two elephants on its hands. One of them stuffed! To be sure the legislature refused to buy the stuffed elephant—but then, what does Dr. Laws care for the opinion and action of the legislature.

It has become necessary, with Dr. Laws at the head of the University, to have some card that will draw—and what could he conceive of better than a stuffed elephant for a State University?

Let us have faith that right makes might, and in that faith let us to the end dare to do our duty.—LINCOLN.

THOSE who abide in integrity, are slow in suspecting treachery such as Carlisle and his co-conspirators have demonstrated in dealing with the Blair Bill. They were evidently satisfied it would pass the House of Representatives, as it had passed the Senate *three times*, so by the unrighteous use of his power Speaker Carlisle strangled it in the "Committee," and thus betrayed not only the six millions of illiterates, but the four hundred thousand teachers whose mission is to dispel this illiteracy.

WITH the reading circle, the library, the improved text-books; with teachers' institutes—local, state and national; with more careful study; with increased wages, and a better appreciation of their work by the people—the character and intellect is enlarging, the horizon of life and effort is becoming more extensive, and in entering upon their duties again at the opening of the year 1889 our teachers can no longer be content with past effort or past attainment. Cherishing a loftier aim and a larger ambition, let us all work together in unity of action and effort in fresh schemes for improvement to make yet more lasting and brilliant our life and work.

In uniting the subscription list of "The National Educator" with the AMERICAN JOURNAL OF EDUCATION, we add about *three thousand* to our circulation.

The teacher, instead of seeking a "method" how to teach, should be so familiar with his topic or subject as to be able to shed the fertility of his own mind upon the meagre statements of the text book, rather than to borrow any from it. But do our school officers seek out and compensate teachers for such culture?

IT is time that we had a Board of Curators at the State University with virility and character enough not to be bulldozed by the elephant that is not stuffed—to waste the money of the people in buying an elephant that is stuffed. Is it not?

OUR schools teach all the just and sacred maxims of representative government—the sovereignty of the people, the equality of all persons before the law: but of what avail is all this if six millions of our people are to be kept in the blindness and bondage of ignorance?

POLITICIANS may be deaf; they have a way of not hearing; but the people hear, and think and act; and lo! the politician is out in the cold! The people make and unmake positions in this country. Progress made in our work may be slow, but it is sure—it is progress and health and power for the masses, against ignorance and its poverty and weakness.

MAN rises from darkness and ignorance up into the ideal of power and glory by virtue of this patient public work done by our teachers.

We add constantly and largely, not only to the productive capacity of each individual, but to the helpful power of the people to obey the law by the schools. This is our success.

RIGHT in this life is responsibility for the next. Power here—glory there: this is the result of intelligence—happiness augmented and prosperity assured. This is the success of our school work.

WE must demand and insist upon the benefit of a free education for the masses, and schools and workshops, and all the needed apparatus to make these effective and permanent.

We must enlarge our resources up to \$77,000,000 for this purpose without delay.

OUGHT we not to be vastly more in earnest in this effort to educate the people? Enthusiasm in any good cause brings its own reflex influence for good upon our character.

NOT one-half of the children are in school. Their education on the street and in the saloons will breed a harvest of criminals, instead of cultured, law-abiding, productive, American citizens. Let us make the schools more attractive, more effective, and more numerous. Let our more than four hundred thousand teachers unite in this work with enthusiasm and perseverance.

HE who loves intelligence and liberty sincerely, will not vote for the enemies of these measures even at the behest of his party.

OUR teachers wish and work for intelligence and liberty—not in phrases—but in life and conduct and political action; not in the privileges of the few, but in the equality of all.

LET us remember that our knowledge is not positive—only comparative.

WHAT are our teachers themselves doing to spread the facts in regard to the necessity for the passage of the Blair Bill? Forty United States Senators voted for its passage in the Senate. It is safe to leave all constitutional questions with them. But all the time when we ask for longer school terms, for better compensation for our teachers, we are met with the cry of "no money," "lack of funds"—this is all a mistake. There is plenty of money to educate the people in this country. Pass the Blair Bill and scatter the surplus now in the United States Treasury. What are our teachers doing to insure this action?

MAKE the school terms longer; pay our competent, faithful teachers a more more liberal compensation in all these states; draw in the more than fifty per cent. of children of school age who do not attend school—if we are not able to do this in all the states, pass the Blair Bill. We can all agree on this "method" of action if we are wise and patriotic.

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THE QUESTION SETTLED.

SO many of our friends questioned the statement we made in our last issue, that Gen. Harrison, the President Elect, while a member of the United States Senate, voted for the "Blair Education Bill"—that we wrote Senator Blair, asking him for specific and authentic information on this important matter. The following letter settles the question that Gen. Harrison voted for this measure in both sessions of the 48th and 49th Congresses.

UNITED STATES SENATE,
Washington, D. C., Dec. 20, 1888.

MY DEAR SIR:

Gen. Harrison supported and voted for the "Blair Education Bill" in the 48th and 49th Congresses, and approved it—national aid to schools—in his letter of acceptance of the Presidential nomination.

The Republican party has approved the measure by its resolutions for "National Aid" to the Schools in the platforms of 1884 and 1888.

The truth in these matters should be generally made known. It is important that the country be made aware of the complete committal of the Republican party to the Bill.

If the country knows of this, it will demand the early fulfillment of the pledge.

I am very anxious to have the Bill a law just as soon as possible, for the children are rapidly growing up, and every single day lost out of their opportunities for learning to read and write, is an irreparable loss to the child and to the country.

I fully expect the passage of the Education Bill by the next Congress.

Truly yours,

H. W. BLAIR.

J. B. MERWIN, Managing Editor
AMERICAN JOURNAL OF EDUCATION,
St. Louis, Mo.

A NEW LEADER.

THE advent of a new administration has led the educational Warwicks to interest themselves in finding a successor for N. H. R. Dawson, now at the head of the Bureau of Education.

Doubtless Commissioner Dawson expects to make way for some one who will be selected to act, by the party soon to be in power. Still, it seems to us unnecessary for the various educational journals to damn Commissioner Dawson with faint praise, instead of fully recognizing the excellent administration which he has given.

The JOURNAL has had occasion for the closest acquaintance with the Bureau of Education under the successive heads; and the JOURNAL is ready to assert that no one has been so much disposed as Commissioner Dawson to recognize the interests of the whole country, instead of treating all west of New England as if it were but an adjunct to the teachers who reside in Massachusetts.

The *Colorado School Journal*, for example, complains that Commissioner Dawson was not by calling a teacher. The JOURNAL, on the other hand, attributes much of Commissioner Dawson's success to the fact that he brought to his official duties a training somewhat more generous and varied than that which distinguishes teachers as a class. The JOURNAL feels that it has proved its disinterestedness and its well considered views upon educational topics. Hence it ventures to suggest to President Harrison that, in making his selection, he choose a man of whose educational attainments there can be no question, and whose political success will not be dependent upon the caprice of any sodality which may be in possession of the National Educational Association and of the avenues to pedagogical preferment.

President Harrison may have been too much occupied with graver concerns to have admitted of his realizing the presence of politics—very small politics it may be—in such educational interests. His Excellency may not know that aspiring educators long ago learned the value of political influence. Hence an educator, such as Dr. W. T. Harris—a man whose life has been devoted to the study of educational questions—who has himself been prominent in all advances which the last thirty years have shown—a man who, as unconnected with any institution of learning, is free from the influence of cliques—a

man who, during many years of official life, was never even suspected of a willingness to subserve improper interests, or of any inability to protect his trust against the machinations of self-interested persons:—such a man would seem to have been created for the greatest serviceableness in the Bureau of Education.

Still, though thus nominating the one educator whose fitness cannot be questioned, and whose intellectual ability is everywhere recognized, the JOURNAL is desirous rather that President Harrison should realize the need for qualities developed not in the schoolroom, but in that larger study of the world which comes to those whose abilities are eminent, and who have consequently been made acquainted with larger interests of education than a study of elementary methods or the production of a textbook.

It is of the largest consequence that the Bureau of Education should direct the National Education, instead of serving simply as a fulcrum for some pedagogical Archimedes. A man of worldly wisdom, general ability, of large and sound judgment, can as easily familiarize himself with the interests of this Bureau as he can with the equally severe claims of the Department of State, of War, of the Treasury.

We beg our readers to urge as the appointee a man of high standing and tried soundness of judgment—for they, above all others, should know the shortcomings of the "we(e) educators."

NEW EYES.

"I see before me man."

—SHAK.

OUR teachers take the children; train and develop them, until life, study and work assume new relations, and the children "come to look at the world with new eyes."

Emerson says:

"It will not need, when the mind is prepared for study, to search for new methods and new objects. The invariable mark of wisdom is to see the miraculous in the common. What is a day? What is a year? What is a summer? What is woman? What is a child? What is sleep? To our blindness these things seem unaffecting. We make fables to hide the baldness of the fact and conform it, as we say, to the higher law of the mind. But when the fact is seen under the light of an idea, the gaudy fable fades and shrivels. We behold the real higher law. To the wise, therefore, a fact is true poetry and the most beautiful of fables. These wonders are brought to our own door.

You also are a man. Man and woman, and their social life, poverty, labor, sleep, fear, fortune, are known to you. Learn that none of these things is superficial, but that each

phenomenon hath its roots in the faculties and affections of the mind. Whilst the abstract question occupies your intellect, nature brings it in the concrete to be solved by your hands. It were a wise inquiry for the closet to compare, point by point, especially at remarkable crises in life, our daily history, with the rise and progress of ideas in the mind. So we shall come to look at the world with new eyes. It shall answer the endless inquiry of the intellect—What is truth? and of the affections. What is good? by yielding itself passive to the educated Will. Then shall come to pass what my poet said, "Nature is not fixed but fluid. Spirit alters, moulds, makes it. The immobility or bruteness of nature, is the absence of spirit; to pure spirit it is fluid, it is volatile, it is obedient. Every spirit builds itself a house; and beyond its house a world, and beyond its world a heaven. Know then that the world exists for you. For you is the phenomenon perfect. What we are, that only can we see. All that Adam had, all that Caesar could, you have and can do. Adam called his house heaven and earth. Caesar called his house Rome. You, perhaps, call yours a cobbler's trade, a hundred acres of plowed land, or a scholar's garret. Yet line for line and point for point, your dominion is as great as theirs, though without fine names. Build, therefore, your own world. As fast as you conform your life to the pure idea in your mind, that will unfold its great proportions.

"A correspondent revolution in things will attend the influx of the spirit. So fast will disagreeable appearances, swine, spiders, snakes, pests, mad-houses, prisons, enemies, vanish; they are temporary and shall be no more seen.

"The sordid and filth of nature, the sun shall dry up and the wind exhale. As when the summer comes from the south, the snow banks melt, and the face of the earth becomes green before it, so shall the advancing spirit create its ornaments along its path, and carry with it the beauty it visits, and the song which enchants it; it shall draw beautiful faces and warm hearts, and wise discourse, and heroic acts, around its way until evil is no more seen. The kingdom of man over nature, which cometh not with observation—a dominion such as now is beyond his dream of God—he shall enter without more wonder than the blind man feels who is gradually restored to perfect sight!"

THE American free school is, after all, the tripod whence will issue the decrees of the world.

Our teachers are its torch bearers.

INTELLIGENCE joins the past to the future, and illuminates it with light and a great hope.

Our teachers are the evangelists of this precious legacy.

It is the State and the country above all else, that these teachers serve by their faithful work and their devotion. A great people will reward them with its conscious and undying love and admiration for their heroism. This devotion shames the glare and glamour of military renown.

THE more this work and light retreats into the past, the more radiant will it be with glory; and posterity will recognize the fact of their indebtedness to the work our teachers are doing to-day.

THE announcement of the election as President of Harvard of Col. T. W. Higginson, suggests a new departure on the part of that venerable institution. Col. Higginson's is among the best known names in American literature; he has won a reputation for aggressiveness, progressiveness, versatility and usefulness. Through his history, his biographies, his writings for the magazines, and his books for young folks and his poems, Col. Higginson has made himself pleasantly known to every reader, so that Harvard is assured of a presiding officer whose name is confined to no "pent-up Utica." We believe that Col. Higginson will prove no unworthy successor to the long line of distinguished men who have preceded him in office, and we congratulate an institution from which in virtue of its past achievements, so much may justly be expected.

THE GOETHE SCHOOL.

THE Goethe School is to open in January, and as its leaders with one exception are the product of St. Louis intellectual effort we trust that they will receive the welcome to which their merit entitles. Of Dr. Wm. T. Harris the JOURNAL does not need to give an account to its readers. Dr. Harris is to discuss "The Faust Problem," "Goethe as a Scientist," "The Solution of the Faust Problem in the 2nd Part of Faust," and "Goethe's Ideal of Man as included in Wilhelm Meister."

Denton J. Snider has also been sufficiently introduced to the readers of the JOURNAL. He is to present "The Margaret Character in Literature," and "Wilhelm Meister and the Modern Novel." For the Chicago School Mr. Snider composed two poems, an "Anniversary Ode to Goethe," and the "Ballad of the Battle Fiend."

Prof. Wm. M. Bryant has been made known to our readers, alike by his "Seed-Corn," and by a biographical presentation of his services. He is to consider "Goethe as a Representative of the Modern Art Spirit."

The Rev. Dr. Holland is not only brilliant intellectually, but he has been the most actively helpful of our divines. He will take for his theme, "Goethe's View of Nature." Dr. Holland last year gave the use of the

Guild Room of St. George's Church, for the use of the Dante School, and personally contributed a lecture alike brilliant and profound.

We may remark in passing, that St. Louis is to be congratulated upon Dr. Holland's decision to carry on the good work which he has done so much to inaugurate, and upon his decision to resist the temptations which Boston can offer to a man of distinguished ability.

F. Louis Soldan, known as the Principal of the Normal School, completes the list with "Goethe and Spinoza."

Mrs. C. K. Sherman of Chicago, is the only one not from St. Louis whose name appears on the programme. Her ability and habits of severe study certainly lead us to expect adequate treatment of the theme, "Goethe's Portraits of Women."

The price of admission to a single lecture has been fixed at 75 cts., or to the ten lectures at \$5.00.

THE people retire Carlisle & Co., with their devotion to ignorance—their fear and fight against intelligence. This is the stroke of a master hand!

THE END OF EDUCATION.

(A DECLAMATION.)

"IN the United States, says De Tocqueville, in his masterly account of American democracy, "politics are the end and aim of education; in Europe its principal object is to fit men for private life." The first branch of the antithesis is just and true, or ought to be so if it is not, but not as colored and qualified by the last. Politics are, or ought to be, the ultimate end and aim of all popular education in the United States, not party politics, not controversial, electioneering, office-seeking politics; not politics as distinguished from private life, as M. De Tocqueville would seem to distinguish them, but politics as including in one and the same comprehensive signification—as in the vocabulary of a free country they do—all the relations and obligations of the citizen to the State.

There is no such thing in a free country as private life in the sense in which it seems here to have been used, and in the sense in which it is always understood in Europe. No man liveth to himself, even humanly speaking, in a republic. Every man has public duties. Every man is a public man. Every man holds offices; those of a jurymen, a militia man, an elector. Or rather, every man holds one, high, sacred, all-embracing office, whose tenure is nothing less than life, and whose duties are nothing less than the whole duties of life—the office of a free citizen. The triple responsibilities which I have enumerated—those of the polls, the training field and the jury-box—by no means exhaust the

obligations of every free citizen to his country.....The whole life and conversation, the whole character and conduct of every free citizen is reflected, and, as it were, represented in the administration of public affairs—every thought, even, of every one going to make up that mighty current of Public Opinion which is nothing less than Law in its first reading.

It is the peculiar and beautiful property of free government—that it invests the humblest and most private virtues with a public interest and dignity, making society, as Mr. Burke has well expressed it, not only "a partnership in all science and in all art," but "in all virtue and in all perfection," and superinducing upon all ordinary motives to the practice of virtue something of high official obligation and lofty patriotic sanction. This very quality of patriotism,—what a new extension and comprehensive character has liberty imparted to it! No longer are its laurels appropriated to one or two limited lines of public service, but they are planted along the borders of every walk in life, and lowered to the reach of the humblest hand.

Not alone, under a free government, is he a patriot who marshals armies in the field to a successful onset upon some foreign assailant of the nation's liberties, not alone he who arrays arguments in the Senate chamber to a triumphant issue against some domestic destroyer of its prosperity and welfare.

He too, the most retired and humble citizen, who never lifted his arm in battle or his voice in council, but who neglecting none of the few direct political duties which the forms of a free government impose, has devoted himself to the discharge of the thousand indirect ones which the spirit of such a government implies, and its security and advancement imperatively demands—who has combated his own passions, who has taken council of his own enlightened conscience, who has studied the art and practiced the exercise of an intelligent self-government—he has acted a part, achieved a victory, afforded an example, which have no less patriotism and even more promise of perpetuity and progress to free government in them, than the most brilliant triumphs of the field or the forum.

R. C. WINTHROP.

FOUR hundred thousand teachers—devoted, heroic, united—are invincible. No power can stand against them in this country, because they represent and stand for progress, truth, light, virtue, power, and righteousness.

Carlisle & Co. stood for darkness, ignorance, weakness, vice and crime, Carlisle & Co. retire.

THESE veterans are covered already with honorable scars in this conflict of intelligence with ignorance. Victory is already achieved.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN.....

ARKANSAS will receive an addition to her school fund when the Blair Bill is passed of \$2,503,170.97. This is certainly worth a persistent effort.

LET us write of the *successes* of our teachers, of the great things which have been done, and their larger achievements in the future. Let the owls hoot at their *mistakes* if they choose—we live and walk in the light, in triumph!

Do our school officers realize the fact that the brains of children are finally and—if you will—fatally impressed with the ideas and character of their teachers? It is a fertile soil, this in which to sow seeds of purity, truth, greatness, or the opposite of all this.

Do we employ ripe, competent, great souls, to train the children for the great public and private duties such as press upon American citizens more and more day by day?

Do we *pay* for such competent instructors, and honor them?

To break away from these early impressions is not an easy task, nay it is an impossible one—for what we put into the first of life, we put into the whole of life.

THE real teacher must unite the tenderness and discernment of a woman to the fire and enthusiasm of a hero—a being of noble spirit and of expansive heart.

Do our school officers search for and compensate and honor such spirits among the teachers?

SCHOOL-ROOM HELPS.

A TEACHER writes: "I wish you would visit my school and see what we have. When I began here there was not even a water-pail, cup, broom, dustpan, wing, eraser or anything of the kind so much needed in every school. The term before, the pupils had destroyed every such thing. The school committee were at once informed of the condition of things, and after a time the above articles were furnished us; also washbasin, towels, soap, duster, shovel, new blackboards, a 12-inch globe, thermometer new desks, etc.

"The school building has been entirely changed, remodeled, painted, furnished with coal stoves, new out-building with locks and keys. There have also been procured for us a set of outline maps, and a *Webster's Unabridged Dictionary*. A set of hanging lamps lights the room, when we have reading-club meetings, and an organ has been loaned us for school

use, also a drum which one of the boys beats for the pupils to march by in passing up and down stairs. An eight-day clock, supposed to be past service, has been put in order and now marks correctly the flying moments. I hold myself responsible for these things, and the pupils have been instructed to care for the school property as their own.

"A sale of articles made by the pupils one term, procured for us a set of *Johnson's Cyclopedia*. The pupils obtained a microscope by soliciting subscriptions. Our library is made up of books donated and loaned by the pupils and their friends, the *Atlantic*, *Century* and other papers, including two dailies given by citizens. A Temperance Calendar, given by a lady, has been read each morning as a part of the general exercises.

"A collection of insects has also been made, and the village doctor has kindly loaned us a prepared skeleton, which we find useful in physiology. We are very soon to have a "loan exhibition," in order to procure a library case for our books, that others may be given. We have made a collection of pictures of noted men, which we have mounted on card board with their names and biographical notices. We have also blocks for illustrating work, dissected maps, tooth-picks for number work, rulers, books for test problems, colored crayons for board work and for papers, etc.

"There are many more things we want and hope to have before this term is through. I spend the greater part of the day at the school-room, and always find enough to do out of school hours. This is of great advantage to the pupils, as they know I'm always there to help them and care for things." A NORMAL GRADUATE.

OUR teachers initiate the child into the secrets and power of intelligence; put into his hands the keys of knowledge with which he unlocks the vast storehouses of literature, art and science.

Our teachers make citizenship in this country prolific of great thoughts and great aspirations, which flower into the fruitage of great deeds. This is their success.

If intelligence is recognized as an universal benefit, it certainly would be extraordinary to withhold it from six millions of those whom it would affect the most.

Carlisle and his co-conspirators have been weighed in the balance and found wanting. Adieu.

OUR teachers, by their devotion and self-denial, despite the unrighteous carpings of the critics, evince a confidence in their work which the near future will fully vindicate. This is their success.

GEORGIA.

"Our children's children
Shall see this, and bless Heaven."
—SHAK.



HON. A. H. COLQUITT.
U. S. SENATOR FROM GEORGIA.

HON. ALFRED H. COLQUITT, who has just been almost unanimously re-elected to the United States Senate, voted for the "Blair Educational Bill," as did his able colleague Senator Brown. They heard all the arguments for and against the measure, and both these Senators voted for this bill. The people of Georgia endorse these votes. Georgia needs to-day for immediate use, the six and a half millions of money the State would secure by the passage of the Blair Bill.

The *Macon Telegraph* says that Alabama has set a good example for Georgia to follow, and endorses the action of the Alabama Legislature as follows:

"The Alabama House of Representatives, to-day, passed a bill adding \$100,000 to the public school fund. It has already passed a joint resolution proposing a constitutional amendment, allowing a special local tax of 50 cents on the \$100, for school purposes."

This shows that in Alabama the public conscience is being aroused to the State's duty toward her children and public interest in the State's future prosperity. What has been done is not a great deal, but it is a step in the right direction, and is a great deal better than standing still waiting for the Federal Government to dole out its alms.

There is no greater need for action in Alabama than in Georgia. There is as much ignorance here as there, and our public schools are as starved and inefficient. Here as well as there the ratio of illiteracy is growing. While the condition of the two States is the same, Georgia is in the better position to bring about a reformation. Her wealth is greater, her debt less, and rate of taxation lower. The sacrifices which would be demanded from her taxpayers would be correspondingly less.

We think the people of Georgia have no just conception of the real condition of their public school system, and of how far it falls short of accomplishing the work for which it was established, and they should set about to acquire knowledge on the subject.

A gentleman who has had greater opportunities, perhaps, than any other in the State to learn the truth, recently expressed the belief that in many counties the ratio of illiteracy among the whites (including those taught before the war) was higher than among the negroes in the same counties, and that the disproportion was constantly increasing. This arises largely from the fact that money contributed so liberally by philanthropists at the North has gone entirely to the education of colored children. The feeble three months' public schools, though the best that could be provided for the money, have not, in the counties referred to, been able to keep the educational standing of the whites as high as it was thirty years ago.

We hope the legislature will see the way clear to improvement where improvement is so imperatively demanded.

A STRONG ALLY.

"Be sure of this,
What help I can help thee to
Thou shalt not miss."
—SHAK.

THE *Georgia Educational Journal* bears witness in its Dec. issue of the new life and interest awakened in the South. It has elected to leave methods and school-room enigmas to the book publishers, and to expend its strength upon the stimulation and direction of public sentiment. In this it has the warm sympathy of the JOURNAL, which for many years stood alone in a fight whose results are just beginning to be seen. An intelligent popular interest, as it seems to us, must be the foundation of any permanent good as well as the only congenial atmosphere for truly excellent public schools;

The Editor of the *Georgia Educational Journal* seems to fully appreciate the situation, and while urging the State to increase the liberality of its appropriations, lends his support to the passage of the Blair Bill, if Northern professions in regard to the need for popular education are not simply the cheap rhetoric of the politician.

The press generally throughout the South is lending its aid toward bringing home to the people the advantages and the needs of popular education.

The JOURNAL appreciates the compliment of the citation from its columns, for as it endeavors to make its work helpful, it is glad to find that others can make use of it. The de-

partment devoted to "Gems" will, we venture to predict, be found of great value in an educational way. Go on, Bro. Zettler, and let us feel that when our working days are over we shall leave the cause in hands such as yours.

OFFICE OF
**THE HOME AND INTERNATIONAL
EXCHANGE ASSOCIATION.**

PROF. J. H. KERR, President and Executive Director.
Consulting Mining Engineers: PROF. WILLIAM STREIBY, Colorado College.
DR. OTTO SANDERS, Germany.
Home Cable Address: Professor, Colorado Springs.
English Cable Address: Professor, London.
Reference: First National Bank, Colorado Springs, Colorado.

COLORADO SPRINGS, COL.,
Dec. 20, 1888.

J. B. MERWIN, Managing Editor
AMERICAN JOURNAL OF EDUCATION.—My Dear Sir: I have just received the *AMERICAN JOURNAL OF EDUCATION*, in which you call attention to the fact that you "close with this number twenty-one years of continuous work as the Editor." Twenty-one years? My copy of number one came only—well, it seems but—yesterday!

To tens of thousands of teachers your Journal has been not only an inspiration, but a revelation.

Hundreds of thousands of pupils have gathered their best fruit from the seeds of your sowing, and, as yet, the harvest is only begun.

A few years ago while climbing the western slope of the *Andes*, I met a half-breed Indian carrying some newspapers. I asked the privilege of looking over the news, hoping to see something from my home land. The right granted, I sat down to read. Almost the first article attracting my attention was one, of three columns, headed, "Advice to Teachers and Parents"—translated from the *American Journal of Education*.

Three minutes later my body may have rested on the far-off mountain side, but I was home again among the teacher-workers who seek to serve their fellow-men. Of all the number I met then, none gave me more cheer and strength than the honored Editor of the *American Journal of Education*. How long I spent with him, I know not; but when spirit and body met again, the Indian was asleep, and I was more than ever an American citizen.

Permit me to congratulate you over the well-spent past, to wish you another twenty-one years of still more effective and satisfying work, and to remain
Your old friend,
J. H. KERR.

MISS R. ANNA MORRIS, of Des Moines, Iowa, is about to bring out a text book, entitled, "Physical Culture in the Public Schools," the result of her own study and experience as a teacher of that branch.

BLACKBOARDS.

IN a late number of the *Journal* J. C. says he would like directions for making a blackboard.

My experience with paper runs back at least twenty-five years, and I know of nothing cheap that is so good and nothing of any kind that is better, unless it is solid slate. Manila paper can be had in rolls of almost any desired width. Three feet is a good width. The kind known by dealers as "XX" being about the right weight, I think, and when it is well pasted on, on an even surface, and coated properly with good liquid slating, it makes about all one could ask.

I have one made in this manner behind my desk, that has been in constant use more than ten years, and I cannot see but that it is as good as it ever was. Of course such boards need to be re-slatted occasionally, but those that I have, and I have several, give no indications of breaking or wearing out.

PROF. HENRY R. RUSSELL.
Woodbury, N. J.

THE JOURNAL APPRECIATED.

MIAMI, MO., Dec. 17, 1888.

EDITOR AMERICAN JOURNAL OF EDUCATION.—Dear Sir: Inclosed you will find P. O. Order to pay for my valuable Premium Cyclopaedia.

Allow me, please, to express my gratitude and thanks, not as a matter of form either, for the Premium Cyclopaedia and the *JOURNAL*. I consider are worth ten times the subscription price. As for the "World's Cyclopaedia"—well I would not part with it were it impossible to obtain another. I find the binding and contents of the entire book surpassing my expectations and both are invaluable to me in my work as a teacher and citizen.

Keep up the fight for more competent teachers; longer terms, and better compensation. This is as it should be. I am now in my fifteenth year of teaching—twelve in Missouri. We do not see how any teacher can get along without this *JOURNAL*. Success to the *AMERICAN JOURNAL OF EDUCATION*.

Resp. yours,
A. E. JOHNSON.

"THE RICHELIEU" CHICAGO.—Whoever heard of a hotel, which at the same time was an Art Gallery?

Such however is, "The Richelieu" Every room is made a parlor in decoration, furniture and pictures. On the top floor, high art prevails with its \$1,000,000, worth of rare paintings.

The hotel throughout is a veritable gem, finer than anything ever before attempted in hotel building. It contains one hundred rooms. Its building, fittings, furnishings, decorations, costing \$400,000. "The Richelieu" is fire-proof, as near as architectural skill can make it. Situated on Michigan Boulevard, Lake Front, Chicago.

**OUR PREMIUM CYCLO-
PEDIA.**

WHICH we send *postpaid* with the *AMERICAN JOURNAL OF EDUCATION* for \$1.00 per year, is for all teachers who do not have ready access to a library.

Many teachers write that it is the most useful book ever published. It contains 800 pages, 50,000 separate and distinct references, and 1,200 engravings, illustrating various topics. In addition to the full and complete Cyclopaedia arranged in alphabetical form, we have bound up in the volume

A COMPLETE LIBRARY OF

KNOWLEDGE,
including a Guide to Correct Speaking and Writing; Book-keeping; a Complete Guide to Business; Chronological History; Mythology;

AN INDEX TO THE HOLY BIBLE;
a Complete Brief Biographical Dictionary. Full and Complete statistical History of the United States, corrected to the latest date. The Interest, Banking, Usury, Insolvent, and Homestead Laws of the United States are for the first time gathered together in one volume.

A LIST OF COUNTERFEIT NOTES,
with Rules for detection of Counterfeits. Separate Dictionaries of Musical, Nautical and Geographical terms. A carefully prepared treatise on Pronunciation, giving rules and examples whereby every one can become his own teacher.

**AN APPENDIX OF THE ENGLISH
DICTIONARY.**
giving hundreds of words not contained in the ordinary dictionaries.

FLAGS OF ALL NATIONS,
beautifully illustrated by colored plates. In fact the book is a complete library in itself, which in separate volumes would cost at least \$100.

It is profusely illustrated, and contains a mine of information on almost every subject known to man. Every one of the many different departments is worth more than the cost of the book. As "knowledge is power," this Cyclopaedia will be a source of wealth to thousands of ages and conditions in life. It is not only the best for the price, in all respects, but by far the cheapest, Cyclopaedia ever published. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

We hope teachers everywhere will show this helpful and valuable Premium to their friends, so that all may secure it. It will be sent, postage paid, with the *AMERICAN JOURNAL OF EDUCATION*, one year, for \$1. Send ten cents to register it.

SEVERAL towns and cities in Massachusetts have elected women as members of their Boards of Education. In Cambridge, Mrs. Kendall and Mrs. Edgerly; in Somerville, Miss Addie B. Upham; in Chelsea, Mrs. Emeline E. Gilman; in Woburn, Almira W. Brown; in Taunton, Kate B. Bragg; in Fall River, Mrs. Louisa J. Aldrich and Mrs. Harriet T. Healy

INTELLIGENCE and perseverance give us the genius to win and crown us victors.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with *Blackboards, Maps, Globes and Charts*, than you can do without these 'helps.'

Get 'some tools to work with.'

The Boston Journal of Education says:

DR. WM. T. HARRIS is giving a course of lectures on Educational Psychology at Boston University, in Jacob Sleeper Hall, 12 Somerset St. He will speak on "The Logical Constitution of Sense-Perception," Dec. 12; on "Physiological Psychology," Dec. 14; on "The Psychology of Mathematics, Aesthetics and Ethics," Dec. 19.

To train the mind should be the first object; to stock it, the second.
—GLADSTONE.

The fruit of liberal education is not learning, but the capacity and desire to learn; not knowledge, but power.
—C. W. ELIOT.

ONLY the dead can tell what death has been. It may have been many times—an ecstasy.



**INFANTILE
Skin & Scalp
DISEASES
cured by
CUTICURA
Remedies.**

FOR CLEANSING, PURIFYING AND BEAUTIFYING the skin of children and infants, and curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood with loss of hair, from infancy to old age, the CUTICURA REMEDIES are infallible.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood diseases, from pimples to scrofula. Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT \$1. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS. Send for "How to Cure Skin Diseases."

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This most exquisite of Toilet Preparations, the virtues of which have caused it to be in demand in all Civilized Countries, stands

**PRE-EMINENT FOR PRODUCING A
SOFT** It is acknowledged by thousands of ladies who have used it daily for many years to be the only preparation that does not roughen the skin, burn, chap, or leave black spots in the pores, or other discolorations. All conclude by saying: "It is the best preparation for the skin I have ever used." It is the only article I can use without making my skin smart and rough. "After having tried every article, I consider your Medicated Complexion Powder the best, and I cannot do without it." Sold by all Druggists and Fancy Goods Dealers, or mailed free on receipt of price.
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J. A. POZZONI, St. Louis, Mo.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

LET us write the great things which our teachers, by their patience and fidelity, are doing, and let the enemies of intelligence and virtue do the fault finding.

Superintendent Cooper in his report, which is going to be one of the clearest and most comprehensive ever issued from the State educational department, alluding to county superintendents, says:

"The experiment of county superintendents during the past two years has demonstrated conclusively the superior efficiency of the system and justified the claim of its friends. The length of the school term has been essentially lengthened in nearly every county which has adopted superintendency, although the reduction in the per capita was expected to reduce the average term.

"The law providing for optional county superintendents was passed in the spring of 1887. Several counties adopted it before the organization of the schools for the years 1887-8. Of these I have reports of the average school term of Hunt, Williamson, Travis, Lamar, Fannin, Cameron, Bell, Jack, Bexar and Harrison for both 1886-7 and 1887-8. They are as follows:

	1886-7.	1887-8.
Pro rata.....	\$4 75	\$4 50
Bell.....	3.42 Mos.	4.65 Mos.
Bexar.....	5.85 "	5.90 "
Cameron.....	5.75 "	5.95 "
Falls.....	4.52 "	4.80 "
Fannin.....	4.95 "	4.85 "
Harrison.....	5.00 "	6.00 "
Hunt.....	4.50 "	5.20 "
Jack.....	4.63 "	4.33 "
Travis.....	5.34 "	5.25 "
Williamson.....	4.30 "	5.08 "

The average increase in the school term in these counties is nearly half a month, although the apportionment was reduced twenty-five cents per capita. But the increase in length of school term is one of the least of the benefits which have followed the adoption of county school superintendency.

The teachers have been aroused. The schools have been classified. The interest of the people has been directly enlisted and the children have been taught—not merely kept in the school houses. Effective supervision is essential to an efficient system of public schools, and the opponent of county superintendency is either consciously or ignorantly an opponent of economy, efficiency and progress in our public schools."



WHAT SHALL WE STUDY.

BY WM. T. HARRIS, LL. D.

WHAT shall we teach in our Public Schools—or what shall our children study? This is the most important question that demands the attention of the educator. Without a clear idea of its true answer we may "eddy round and round" and never come to any consistent system or reach any practical success.

Whether we take the end of education to be discipline, or a filling of the memory, a training of the senses or of the reason, a fitting for business or a general culture—it is certain that our system of education will show what our theoretical view is. Taking for granted that no subject is of more importance to the educator, we hazard a few remarks on the American idea of popular education and the course of study rendered necessary thereby.

Without dogmatizing on the relative value of National ideas, it is sufficient to characterize them: The Oriental forms of society fix the status of the individual far more definitely than do the Western. If you are a *Sudra*, you were predestined to the basest of employments before you were born. Your neighbor, the Brahmin, was foreordained to a blessed life. The institution of civil society in India is a vast web of fate which overshadows the individual, and prevents the mobility which is thought essential to humanity in Europe. Yet this mobility is not realized anywhere in Europe to the degree that it is in America.

Whereas, in Europe generally, the ruling class is hereditary to a greater or less extent, there is also a separation of other classes—the proletarian below, and the property-holding middle classes above them. The tendency is to prepare the people by early education to remain in the same class—the proletarian's children to be proletarians still—the landholder's children to be landholders again. Mobility of classes is not encouraged to any great extent; but far more now than formerly. Since the French Revolution this has especially increased in France, and all over Europe to a less degree. The accident of birth shall

not count against self-determination, in America—at least. Here we approach an absolute mobility, particularly in the "West," and every man is waited upon by the totality of surrounding conditions soon after his advent upon this part of the planet, and pressing requested to show what power of will there is in him. The circumstances all invite him to do the greatest deed in his power and receive his wages therefor. In a new country—not yet developed—he may serve at any work, from splitting rails in the woods to hair-splitting in the Court or Legislature, or he may try a hand at "running the machine of civil government. These differences have been noticed and commented upon so often that they are trite themes in anybody's mouth. But one has only to look into the literature of education "in these States" just now, to be convinced that those very differences are not well heeded.

Where the utmost mobility of the individual is realized—so that

"We build a palace for the coming hero,
And lo! his cradle graces asses' cribs!"

It is clear that all systems of education tending to produce distinction of classes is out of place there. The "what we shall teach" is very definitely indicated. It must be of so general a character as to give the as yet unformed character the key to its own capacities, and thereby enable it to choose freely its own path and determine for itself its own destiny.

Social science has for its object the investigation of those institutions by which man elevates himself above his life as an individual—above his merely animal existence—and through his relation to his fellows becomes universal. Man as a mere individual is a savage. Elevated by means of his social institutions, he partakes of the life of the vast organism known as humanity, and is shielded by it from rude nature. He is fed, clothed, housed, and educated by society. The mite which each individual contributes towards the welfare of the whole is returned to him by the whole through the organization of society. Thus the social organization is a sieve which sifts out the selfishness and consequent savageness from man. What he does for himself must be indirect—he must work for others and let them work for him. This interchange takes place through commerce, and commerce is the keystone of civilization—an exchange not merely of the elements of food, clothing, and shelter, but of arts, institutions, and ideas. Thus education is a part of the grand social organization by which each individual is made the recipient of the labor of the race. Education has this special function to perform in society: it gives each individual the language of the social organization and the common stock of ideas which govern it. It

gives man the theoretical tools by which he obtains the mastery over the realms of nature as well as over those of mind.

If these grounds are of too abstract a nature to force immediate conviction as to the definite sphere to be filled by popular education, a further illustration will suffice. The "conventionalities of intelligence" which make possible all communication between man and man—the "tools of thought" by which he becomes master of his position—are:

- I. Reading and Writing.
- II. Arithmetic.
- III. Geography.
- IV. Grammar.
- V. History.

By the first of these he issues forth from the circumscribed life of the senses in which he is confined to the narrow circle of individuals which constitute his acquaintances—he issues forth from his immediate enclosure and finds himself in the community of the world at large, so far as his language extends. He is not limited by space; for the printed page of the newspaper gives him a survey of the life of the globe. He is not limited by time; for the libraries open their doors and he associates with, and listens to, Socrates and Plato, Confucius and Zoroaster, and no empty gossip escapes from their lips! Faint echoes come down to him from the Chaldean oracles, and the Phœnician or Cushite civilization, most ancient of all. Not merely this: he can write his own thought and thus be present to others far separated in Time and Space. This branch is the alphabet of all others, and leads to them.

By the second of these studies he becomes measurer of numerical quantity, and masters the practical side of exchange. The exchange of thoughts and ideas through reading and writing, is extended by arithmetic to a practical ability to exchange food, clothing and shelter.

By the third he comes to realize his spatial relation to the rest of the world. He contributes to the world and receives from it, through commerce. The world through this relation is all a part of the patrimony of each individual. His farm, trade or profession furnishes him certain things through the mediation of certain activities; so likewise does the whole world. Every civilized man is interested in the wheat crop of Illinois, or the iron crop of Missouri, or the manufactures of England and Massachusetts, just as really, though not so vitally, as the farmer of Illinois, the miner of Missouri, the manufacturer of Manchester or Lowell. Thus geography is one of the indispensable branches of education.

[To be continued.]

We can never be vanquished while we work for intelligence and righteousness.

WASHINGTON

D. C.,
EDITIONAmerican Journal of Education
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D. C. { Editors
J. B. MERWIN St. Louis..... }

SALUTATORY.

THE consolidation of the two National Educational Journals—THE AMERICAN JOURNAL OF EDUCATION of St. Louis, and the *National Educator* of Springfield, Illinois, consummates a union of Educational interest, the influence of which, it is believed, will be felt wherever the wide and still extending circulation of the united Journals may reach, resulting, it is hoped, in assisting along, all the lines of National Educational work, bringing all to a higher standard of excellence.

With this brief general introduction, the Editor and Publisher of the *National Educator*, improves the occasion, which this announcement presents, of becoming acquainted with the twenty-five thousand subscribers and many thousands of readers in the schools of the country, that this union of the two journals will permit.

With an experience of nearly half a century in journalism, varied in character as a general writer on every class of topics for some of the great dailies, and later as the author and publisher of an Illinois historical work, and for the past four years the publisher of the *National Educator*—this long and varied experience will prepare the readers of the united Journals to believe that "no pent-up Utica will confine our powers" in promoting the interests of Education by the most earnest endeavors to extend the circulation of the JOURNAL AND EDUCATOR throughout the Union.

Ideas rule the world—so all in their education should be taught a breadth of view which will free them from partisan or sectarian bias. There can be no proper discharge of the duties of citizenship without universal education. This is our faith learned in the school of experience.

We wish to teach the citizen to have faith in his country—to study its history, its geography, its resources—its greatness—the great lives of its good men and women.

The children should be taught to be American in principle—to read the best literature—to observe and obey every law—that this will make our country prosperous and happy, and bring peace and prosperity to all.

Leaving to the future further to disclose to the readers of the united Journals the views of the Editors and the strong array of the best contributors we can secure, we close our brief declaration of principles by urging the friends of the JOURNAL AND

EDUCATOR to extend its wider and broader circulation in all the States; giving each issue a careful reading in the interests of a broader and more general education.

JERIAH BONHAM.

ORDER BACK NUMBERS.

THE fourth volume, closing the separate publication of the NATIONAL EDUCATOR, published at Springfield, Ills., ended with the close of 1888, that Journal (as per announcement in another column) have been consolidated with this Journal, under the name, style and title of THE AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

In the four volumes of the *Educator* there was much reliable history, and many contributions from the leading educators of the day that ought to be read and preserved in the public and private libraries of the country, and the editor and publisher can supply numbers containing articles and addresses on the following subjects:

September issue, 1885—"Mutual Relations of Capital and Labor," an Address delivered by the Editor before the State Grange of Illinois, Sept. 3, 1885.

May issue, 1887—Biographical Sketch of America's Great Historian and Educator, Dr. Lyman C. Draper, LL.D., for thirty-four years Corresponding Secretary of the Wisconsin Historical Society, part of the time serving as State Superintendent of Public Instruction.

June and September issues 1887—contain "The Home Lives of the Ladies of the White House," from Martha Washington to Frances Cleveland. All these articles written by the Editor as contributions to the historical department of the Journal.

November and December issues of 1887—contain articles of historical interest written by the Editor, among them, "Cairo's Early Days and Present Progress," with a full presentation of the educational facilities of that city, the commercial emporium of Southern Illinois, Western Kentucky and Southeastern Missouri.

January and February and other issues for 1888, contain most valuable contributions to history and education by our best educators and the Editor, all of national importance.

Back numbers containing these articles, with others equally interesting, will be furnished at ten cents per copy, single, or if all are ordered, the extra will be furnished gratis. Address, JERIAH BONHAM, Editor and Publisher, Washington, D. C.

REV. A. D. MAYO began his southern work by an address at Washington, D. C., last Sunday. He will spend December in Virginia and other places giving a course of lectures on Pedagogy at Roanoke College. After the holidays he will spend a week in New Orleans, going from there to Texas, where he will labor all winter. He goes by invitation of the State Superintendent and other prominent educational leaders. Dr. Mayo will probably spend July and August in the Northwest, giving college commencement and assembly addresses. His address for the next eight months will be the National Bureau of Education, Washington, whence all mail will be forwarded promptly.

NOTHING ever quite suits the person given over to criticism.

A GREAT crime has been committed in the name of law, by Speaker Carlisle and his co-conspirators, in the House of Representatives of this nation, in a deliberate plan, carried to a cruel consummation, to hold in ignorance, vice and crime, more than six millions of citizens, and deprive them of their "right to liberty and the pursuit of happiness." The people avenge this treason, as they ought to do, by their votes. Will others learn a lesson? We shall see.

THE women school teachers of Philadelphia have presented to the Finance Committee of Councils a plea for equal pay with the men for equal work. The *Ledger* says they "had no difficulty in making a strong argument, because justice is on their side."

THIS velvet-gloved despotism of Carlisle & Co., in which so many people now are unwilling to believe, is a despotism infinitely worse than if wielded by the sword, because it is more subtle and more dangerous. Let our four hundred thousand teachers show up this conspiracy to its fullest extent.

WE are here to do our duty, and that duty is to abolish illiteracy, and to furnish adequate means to educate all the people. We have no right to let one single person grow up in nakedness of mind, any more than we have to allow persons to wander about the streets in nakedness of body. Our safety and our prosperity alike demand that school facilities shall be adequate to accommodate all and to instruct all. Is this being done in all the States? If not, the Blair Bill will help at least to remedy the evil.

It is will, devotion, intelligence, suffering and power, that make men great—to be something, and to do something for one's country—and not be an echo, a hanger on. Life is an abyss—if it is not grand and noble. Our teachers train the children in this direction, and this training is both their reward and their success.

YES, all the States are able to educate the people. If not let the general Government lend a helping hand. The Government has a right and a duty to protect and to preserve its own existence. Six millions of illiterates are a menace to its safety, its prosperity and its perpetuity.

MANY a youth has become an outcast and a perpetual expense as a criminal, who, under the guidance and proper influence of a competent teacher, would have proved to be an excellent, law-abiding, productive citizen. Ignorance costs. Education pays.

THESE teachers by their work preserve and extend the rights, the integrity, and the honor of a great people.



VICTOR HUGO.

"He is full, so valiant
That in his commendation I am fed;
It is a banquet to me."

—SHAK.

Do our teachers find what Victor Hugo finds in the writings of this the greatest name in all literature?

Says Victor Hugo:

"Shakespeare is fertility, force, exuberance, the swelling breast, the foaming cup, the brimming trough, sap in excess, lava in torrents, the universal rain of life, everything by thousands, everything by millions, no reticence, no ligature, no economy, the inordinate and tranquil prodigality of the creator.

To those who fumble in the bottom of their pockets, the inexhaustible seems insane. Will it stop soon? Never.

Shakespeare is the sower of dazzling wonders. At every turn an image; at every turn contrast; at every turn light and darkness.

The poet, we have said, is nature. Subtle, minute, keen, microscopical, like nature, and yet vast. Not discreet, not reserved, not parsimonious; magnificently simple.

Let us explain this word "simple." Sobriety in poetry is poverty; simplicity is grandeur. To give to each thing the quantity of space which fits it, neither more nor less, this is simplicity. Simplicity is justice. The whole law of taste is that. Each thing put in its own place and spoken with its own word. On the single condition that a certain latent equilibrium is maintained, and a certain mysterious proportion is preserved, simplicity may be found in the most stupendous complication, either in the style or in the ensemble.

These are the arcana of great art. The higher criticism alone which takes its starting-point from enthusiasm, penetrates and comprehends these profound laws. Opulence profusion, dazzling radiance, may be simplicity. The sun is simple.

MRS. JULIA NICHOLS, of Des Moines, Iowa, is soon to publish a brief "History of Music," for the use of teachers and students.

ILLINOIS EDITION American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

INTELLIGENCE, virtue, genius, as embodied in our four hundred thousand teachers, for whom we speak, is conscious of its power and it can afford to wait.

These cannot be diverted from their purpose by the small criticisms of small people incapable of appreciating their value or worth.

WHEN Carlisle and his co-conspirators in the House of Representatives would defeat the will of the people, and by the power vested in them work iniquity and injustice—God, who holds the success of a political party as dust—supplies the conscience and the justice, and in His providence smites the authors of this injustice by their overthrow and rout.

This is not the first instance of the kind, and will probably not be the last—but Carlisle & Co. are not a power in the future.

A new organization in Chicago, worthy of note, is the Illinois Woman's Educational and Sanitary Alliance. Its object is to secure a proper inspection of factories and workshops where women are employed, and to seek to promote the enforcement of the compulsory education law. Miss Caroline A. Huling is President.

TOOLS TO WORK WITH.

THE County Superintendents of Illinois, a short time since, united in calling the attention of school directors to the *great need* of furnishing every district school in the State with

BLACKBOARDS all around the room;
AN UNABRIDGED DICTIONARY;
A SET OF OUTLINE MAPS, and
A GOOD GLOBE.

These tools are to the teacher in his work what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer, therefore, no district, however poor, can afford to do without these necessary helps.

With *Blackboards*, *Outline Maps*, and a *Globe*, any teacher can do from ten to twenty times as much work in quantity, and tenfold better in quality.

The use of these much-needed implements cannot be too strongly urged upon school officers and teachers, because they are as essential as desks and seats.

Reason demands implements in the school-room as potently as necessity calls for them upon the farm.

These things are not only invaluable, but are absolutely necessary to the success of every school.

In fact the school law says (Secs. 43 and 48), that directors *shall* provide the necessary articles.

Prof. S. S. Parr, Principal DePauw Normal School, Indiana, says:

"The live teacher who provides himself or herself, with the proper tools for teaching, commands from \$10 to \$50 more per month than those who do not."

This is true because so much *more* work can be done, and so much *better* work can be done, "with these proper tools for teaching."

VICTORY never forsakes the brave.

Thus equipped with these tools to work with, our teachers live over a new, vivid, strong, potential life in their pupils, who do not stop when and where they stop—but go on forever extending their sphere of influence and increasing their power.

Our teachers by their work, fidelity and faithfulness in the school room, open out the lives of their pupils into light and strength and peace, the measureless possibilities of the human mind.

Great is their work in its least.

Who can measure it in its greatest reach, its widest sweep?

The giants of the human mind follow them, up the avenues of life and time, with an—"All Hail," and crown them with glory.

LET us learn that it is easy to secure a vast increase of influence and power by the friendship of a great people, whom we as teachers serve faithfully and intelligently.

It is the glorious prerogative of the empire of knowledge, that what it gains it never loses.—WEBSTER.

MINNESOTA.

WE rather think, the people who elect school officers elect them to discharge certain duties laid down by the School law with a view to help, and not to *hinder*, the education of the people.

It frequently happens that some close-fisted, unscrupulous, stingy old fossil, secures a place as a school officer, to hinder and thwart the plain provisions of the school law. This is a calamity; it is not economy; it is contrary to the spirit, letter and design of the law.

There are serious complaints made by teachers on this point, and when a tricky, unscrupulous school director or trustee is made to smart for his meanness we are glad to get the facts and to publish them. We know nothing of the particulars in the following case except what appears upon the face. The decision is of interest to school teachers in all the States.

Judge Vanderburgh, of the Su-

preme court, handed down two decisions yesterday. The most important was that in the case of John F. McGinness, respondent, vs. School District No. 10 of Le Sueur County, Minn., appellant. It involved the validity of a teacher's contract, the case being of a teacher, the respondent in this suit, who gave evidence in the lower court sufficient to show that the contract was signed by him and a majority of the trustees at a meeting when all were present.

McGinness also testified that the contract was left with the third trustee, who did not then sign it, but took it home. There was some confusion as to the time of the commencement of the school, but the issue raised by the defendant's testimony was the denial that the plaintiff signed the contract. On being asked to produce the contract in court the trustees refused.

In view of these facts the case was sent to the jury, who decided it a *prima facie* case for the plaintiff. Later the parties produced the contract and made an appeal to the supreme court, which yesterday affirmed the finding of the lower court. The syllabus in the case is given:

Where a party to an action refuses, after due notice, to produce a writing in his possession which is required to be used as evidence by the opposite party upon the trial, and secondary evidence tending to establish the contents thereof is introduced by the latter, every reasonable intendment and presumption will be against the party who withholds the writing which might definitely establish the matter in controversy. The party withholding the writing will not afterwards be permitted to introduce it as evidence in his own behalf on his side of the case. A contract made between a teacher and the trustee of a school district must, under Gen. Stat., chap 36, sec. 31, be in writing and signed by such teacher and a majority of the trustees. The charge of the Court on this point examined and held not inconsistent with the statutory provisions when considered in connection with the testimony in the case. Order affirmed.

VANDERBURGH, J."

LET our teachers understand that the victory in this contest depends upon themselves—\$77,000,000 means prosperity for the schools.

AN army may be routed and triumphed over—there is no triumph over great principles, intelligence, virtue, truth—these live.

Carlisle and his co-conspirators against them, pass into the darkness of oblivion and shame, despised and hated alike by the present generation and by posterity.

A "METHOD" is a past. Life and language can never be at a stand still. Method is drinking at a stagnant pool. It poisons—it does not refresh.

DEPARTMENT of SUPERINTENDENCE, NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES.

Meetings in 1889.

Washington, D. C., March 6, 7 and 8.
Nashville, Tenn., July 16 to 20.

FRED. M. CAMPBELL, Pres., Oakland, Cal.
GEO. J. LUCKEY, Sec., Pittsburg, Pa.
W. R. THIGPEN, Vice-Pres., Savannah, Ga.

OAKLAND, CAL., Dec. 20, 1888.

TO SUPERINTENDENTS, SCHOOL OFFICERS, TEACHERS, AND THE FRIENDS OF EDUCATION GENERALLY—

THE next meeting of this Department will be held in the City of Washington, D. C., on the 6th, 7th, and 8th of March, 1889.

Nothing will be left undone by those in charge to make this meeting of the Department of Superintendence take rank with the most notable of its predecessors in point of attendance, general interest, and real profit to the Cause of Education.

To this end a most cordial and pressing invitation is hereby extended to you to attend and participate in the proceedings.

A strong programme will be prepared, in accordance with which live subjects in the general field, and in special lines of educational work and thought, will be presented in able papers by prominent men and women, and ample time will be afforded for their thorough discussion.

The widest possible representation of geographical sections and individual opinions is earnestly desired.

These Department meetings at the Nation's Capital have been productive in the past of much genuine good to the cause of Popular Education. Indeed no small part of the progress made within the last ten or fifteen years is traceable directly to their influence. The possibilities in this direction, so far from being exhausted, suggest such meetings as affording the very best possible opportunities for still further directing aright the educational thought and activity of the country.

It may here be noted that the results of the meetings of this Department are not circumscribed or ephemeral, the proceedings being published by the Bureau of Education and sent gratuitously all over the country as Circulars of information. It seems but proper and right, in this connection, to record thus publicly the obligations and grateful acknowledgements of this Department, which are justly due to Hon. N. H. R. Dawson, United States Commissioner of Education, for valued assistance, attentions and courtesies.

The time of the meeting has been fixed in accordance with suggestions received from many quarters. It immediately follows, as will be seen, the date of the inauguration of the President, and thus affords the opportunity for those who attend to be present also at the ceremonies of that occasion,

LOUISIANA

EDITION

American Journal of Education.

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G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN

LENGTHEN the school term in all the states, and pay competent men and women adequate wages in all the states. This is our platform.

WE had better pay schoolmasters more and officers of the law less, in this country. Intelligence is a good investment all round. Better improve the schools in all these states by giving more ample compensation to our teachers and keeping the schools open nine months out of the twelve, so as to give all the children a chance to learn to read and write and to obey the laws.

THESE children are here. Better to educate than to punish them; punishment does not reform or beget love for the law or self-respect. It is cheaper to educate than to punish.

OUR teachers instruct the ignorant, they strengthen the weak, they illuminate darkness, they discard the transient, and work for a good that shall be eternal. This is their success—this is their reward.

THE weapon our teachers wield to overturn this false fabric of ignorance, vice, crime and imbecility, for which Carlisle and his co-conspirators in the House of Representatives have stood, are intelligence and the light and power begotten of intelligence. Intelligence, light and virtue are eternal. Ignorance vice, crime and imbecility are an incident, an accident.

Our teachers stand for an eternal principle. Carlisle and his co-conspirators for ignorance, an accident, for darkness, for imbecility. The people repudiate as they ought to do, Carlisle and his co-conspirators.

It is vastly more important to teach the people the value of intelligence, industry and morality, than to make laws to govern them. Our teachers render a vastly greater service to the State and the country than our law makers.

AMERICAN institutions flourish still for the perpetual instruction of the world as to the advantages of intelligent self-government.

It is time to teach Carlisle and his co-conspirators in the House of Representatives that the Public School system is not, in this country, a feeble reed. Its roots are infixed deep in the consciousness and affections of the people, and upon the enduring basis of reason and liberty.

THE memory of Carlisle and his co-conspirators against intelligence will be forever hated in the workshops, by the cottage firesides, and in the valleys, because they blighted the prosperity and blasted the hopes of six millions of the people.

YES, as Prof. Woodward says, we must "put the whole boy to school." A sparse population and want make every man his own cook, butcher, and soldier, and the habit of supplying his own needs educates the body and mind to wonderful performances and mechanisms.

ON the diffusion of education among the people rests the perpetuation and preservation of our free institutions.—WEBSTER.

Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster we must raise those of the recruiting sergeant.—EVERETT.



ALABAMA.

"He commands us to provide
And give great gifts."

SHAK.

HON. JAS. L. PUGH.

U. S. SENATOR FROM ALABAMA.

TO those who honestly desire, not only to learn but to state the actual facts which exist for the passage of the Blair Bill, we commend statements like the following from Senator Pugh of Alabama. He says:

"My services on the Committee on Education and Labor for five months, enabled me to learn something of the public necessity for the aid proposed by the Blair bill and the public demand for such an appropriation."

With this close and careful examination of the condition of the South, for five months, with every witness examined testifying to the necessity for this aid to enable them to educate the illiterates, Senator Pugh makes another plea for the passage of the bill.

He says further:

"The able Senators who are committed in favor of the power of Congress to make appropriations of the public revenue arising from the sales of the public

lands, to the support of common schools in the States, are forced to admit that no harm has resulted from the exercise of such power by Congress; no destruction of State rights; no centralization of all power in the General Government; no impairment of parental obligations to provide for the education of their children; no partisan or sectional text-books and histories; no mixed schools; no Federal usurpation of the jurisdiction of the States over their common schools.

On the contrary, the most valuable and lasting benefits have accrued from such Federal aid to education.

ALABAMA would receive

Five millions, three hundred and seventy thousand, eight hundred and forty eight dollars and forty five cents.

A GRAND SPEECH.

WE are indebted to Prof. F. W. Parsons, Supt. Schools, Tusculum, Alabama, for the following synopsis of State Senator Handley's grand speech in favor of larger appropriations for the

PUBLIC SCHOOLS of the State. Senator Handley speaks the truth. Alabama is not poor!

He said;

"Mr. President, I am not one of those who are looking for a financial crash in Alabama. No, sir. I am one who expect grand developments here in the near future. The man who says Alabama is a poor State, slanders the State of his adoption. Alabama poor, when her pine lands are equal to the wealth of the great State of Maine?

Alabama poor! when her agriculture and black lands are the richest and most productive of any lands in the United States of America?

Alabama poor! when the mineral lands of this State are the richest on the globe?

Alabama poor! when in the near future she will be the iron center of America? Here in Alabama we produce a crop of iron and coal every day in the year, 365 crops per annum.

Alabama poor! when new cities are springing up as "magic" in the mineral regions of the State.

Alabama poor! when in one of the grand new cities in this State nine banks has a capital stock of \$2,325,000 and combined deposits \$2,500,000

Alabama poor! when the volume of business per annum in one district alone, in iron, coal and manufactures, amount to the round sum...\$25,000,000 Wholesale and retail trade.. 26,000,000 Combined Railroad business 5,000,000

Grand Total.....\$56,000,000

Pay roll (wages & salaries) \$10,000,892

Under the circumstances ought not the Senate to do their duty towards the six or seven hundred thousand school children in Alabama? We are asked to appropriate large sums of the

people's money to the A. & M. College, to aid in rebuilding this grand institution. We are called upon to aid in a similar manner the Deaf, Dumb and Blind at Talladega. The Normal Schools at Florence, Troy, Jacksonville and Livingston.

No, Mr. President, Alabama is not poor. She is only waiting education, immigration and development. She demands our care. Then our attention has been called to the fact that an appropriation will be asked for to aid the noble ladies in Alabama to enable them to finish up the monument being erected by them in honor of the Confederate dead soldiers of Alabama. These and other minor sums are asked for. The Capitol and Capitol grounds need help to improve, repair and beautify the same, and, upon the whole, many worthy objects have been and will be presented for our consideration during the session of the present General Assembly, and we are expected to aid all, or nearly all of these Institutions, but in doing so I want it distinctly understood that the Free Public Schools in Alabama are entitled to our first consideration. The members of the House who have just passed a bill to appropriate an additional sum of \$100,000, for the common free public schools in Alabama did exactly right. They are fresh from the people and know the demands of the masses of the white people of Alabama, and on them rest the prosperity and development of our grand State.

The Finance committee of this Senate proposes to cut down the appropriation made in the other House from \$100,000 to 60,000. Now, Mr. President I cannot stand this proposition. I am in favor of appropriating \$100,000 additional sum for the common free public schools in Alabama. The poor white children in the hill counties of Alabama will be blest by this appropriation and I trust the Senate will vote for and pass my amendment.

Senator Godfrey also spoke warmly and most intelligently in favor of the measure. His speech was one of the best of the session, and if his constituency could have heard what he said they would indeed be satisfied with his stewardship. Mr. Godfrey is one of the most prudent and wisest men in the Senate, and the people expect much at his hands while on his mission as Senator at the State Capital, and they will not be disappointed.

Mr. Skeggs very zealously and earnestly favored the amendment. He thought that his people might want the tax rate reduced, but he knew that they were first for the public schools, and he felt that it was but right that the increase of \$100,000 should be made.

Mr. Hayes announced himself in favor of the amendment, not only because he promised his people to favor a large appropriation for the public

schools, but he was for it because it was right.

The amendment was adopted. Yeas, 20; nays, 10. Yeas, Almon, Browne, Bulger, Clanton, Cowan, Godfrey, Graham, Grant, Handley, Haralson, Hayes, Lang, Milner, Parker, Parks, Rice, Skeggs, Stallworth, Stegall, Williams—20.

Nays—Mr. President, Brewer, Comp-ton, Harris, Huey, Inge, Smith, Tay-lor, Waddell—10.

CARLISLE & Co., have made them-selves the laughing stock of the pres-ent generation and of posterity, by wasting their time and energy in de-feating the Blair Bill and holding six millions of citizens in the bondage and darkness of ignorance while scheming to hold themselves in power. Carlisle and his co-conspirators have been retired.

THE *Popular Science Monthly* for December contains the following wise words in regard to "Mental Con-tagion:"

"Error like truth, flourishes in crowds. At the hearth of sympathy each finds a home. The fanatical lead, the saner follow. When a person of nervous temperament, not strongly in-dependent in thought and action, en-ters a spiritualistic circle where he is constantly surrounded by confident believers, all eager to have him share their sacred visions and profound re-velations, where the atmosphere is re-plete with miracles and every chair and table may at any instant be trans-formed into a proof of the supernatur-al, is it strange that he soon becomes one of them?—hesitatingly at first, and perhaps yet restorable to his former modes of thought by the fresh air of another and more steadfast mental in-tercourse, but more and more certain-ly and ardently convinced the longer he breathes the *seance* atmosphere. No form of contagion is so insidious in its onset, so difficult to check in its advance, so certain to leave germs that may at any moment reveal their pernicious power, as a mental con-tagion—the contagion of fear, of panic, of fanaticism, of lawlessness, of super-stition. The story of the witchcraft persecutions, were there no similar re-cords to deface the pages of history, would suffice as a standing illustra-tion of the overwhelming power of psychic contagion. To fully illustrate its importance in the production of de-ception would require an essay in it-self. It enters at every stage of the process and in every type of illusion. It has least effect when deception is carried on by external arrangements, by skillful counterfeits of logical in-ferences; its power is greatest where the subjective factor in deception is greatest, more particularly in such forms of deception as have been last described."

It is the noblest type of men that always keep a something of a boy.

TEACHERS, to whom a child comes asking, "Who am I, and what am I to be?" have need of ever so much care. Each word in answer may prove to the after-life what each finger touch of the artist is to the clay he is modelling, resulting in beautiful or mis-shapen life.

We fear our teachers and school officers do not weigh quite as care-fully as they ought these *practical* wise words of Prof. S. S. Parr, Prin-cipal DePauw Normal School, Indiana: "The live teacher who provides himself or herself with the prop-er tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much *more* work can be done, and so much *better* work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.

WHERE there's a will, there's a way.

RECENT LITERATURE.

Shakespeariana for December offers its readers "The Present Position of Bacon's writers," by Judge Nathaniel Holmes. "A List of Shakespeare Operas, Operatized Dramas and Overtures," by Helen A. Clark. "Recent Bacon-Shakespeare Literature," by W. H. Wymar. "Review of the Banks Shakespeare," and under "Miscellany" "Lamb on Cooke's Richard III." "Did Shakespeare give the low Comedian Good Parts?" "Barney as Mark Antony." "Herne the Hunter." "Shakespeare's Coming to London." "The Latest Shakespeare," and "Petruchio's Horse."

The J. B. Lippincott Co. has been the first to embody in book form the idea of cultivating, as of yore, the sentiments of young children. They have published "Carrington's Patriotic Reader," which has for its contents the patriotic speeches, songs, and poems of all ages and of all peoples. There can be no doubt but what the Readers of the past addressed the in-terest of pupils, and an effort to revive the enthu-siasm of the young should certainly be encour-aged.

The November number of the *Nine-teenth Century* is largely an educational number and will be found of interest. "The Sacrifice of Education to Examination" is discussed by Max Muller, R. A. Freeman and Frederic Harrison, while these articles are accompanied by a "S. g. ed Protest Against Competitive Examinations." Lord Armstrong takes for his theme, "The Cry for Useless Knowledge."

G. P. Putnam's Sons, New York and London, issue not only for the season of 1888-89, but for all seasons and for all times and for all people who have wit and wisdom to avail them-selves of them—"a selection of some of the World's Classics, uniquely and tastefully printed and bound by the Knickerbocker press, called "KNICKERBOCKER NUGGETS." Cloth, gilt tops, and of such dainty size as to tempt one to hold the volume until its rich contents are de-voured—the whole series embracing *eighteen vol-umes*.

Certainly, those who are so fortunate as to be-come the owners of these unique volumes will cordially and fully endorse the statement of *The Bookmaker* that for "many a long day nothing has been thought out, or worked out, so sure to prove entirely pleasing to cultured book-lovers."

We give the titles as follows:

I. *Gesta Romanorum*. Tales of the Old Monks. Edited by C. Swan. \$1.00.

II. *Headlong Hall and Nightmare Abbey*. By Thomas Love Peacock. \$1.00.

III. *Gulliver's Travels*. By Jonathan Swift. A reprint of the early complete edition. Fully illustrated. 2 vols. \$2.50.

IV. *Tales From Irving*. With illustra-tions. 2 vols. Selected from the Sketch Book, Traveler, Wolfert's Roost, Bracebridge Hall. \$1.

V. *The Book of British Ballads*. Edited by S. C. Hall. A fac-simile of the original edition, with illustrations by Creswick, Gilbert and others. \$1.50.

VI. *The Travels of Baron Munchausen*. Re-printed from the early complete edition. Fully illustrated. \$1.25.

VII. *Letters, Sentences, and Maxims*. By Lord Chesterfield. With a Critical Essay by C. A. Sainte-Beuve. \$1.00.

VIII. *The Vicar of Wakefield*. By Gold-smith. With 32 illustrations by William Mul-ready. \$1.00.

IX. *Lays of Ancient Rome*. By Thomas Bab-ington Macaulay. Illustrated by George Scharf. \$1.00.

X. *Undine and Sintram*. By De la Motte Fouque. Illustrated. \$1.00.

XI. *The Rose and the Ring*. By William M. Thackeray. With the author's illustrations. \$1.25.

XII. *Irish Melodies*. By Thomas Moore. Illustrated by MacLise. \$1.50.

XIII. *The Essays of Elia*. By Lamb. 2 vols. \$2.00.

XIV. *Stories From the Italian Poets*. By Leigh Hunt. 2 vols. \$2.00.

XV. *Thoughts of the Emperor Marcus Au-relius Antoninus*. Translated by George Long.

XVI. *Aesop's Fables*. Rendered chiefly from original sources. By Rev. Thomas James, M. A. With 100 illustrations.

We have also from the same house

A NEW HISTORY OF GREECE, from the earliest times to the Ionian Revolt. By Evelyn Abbott, M.A., LL.D., Fellow of Balliol College. Octavo. Cloth extra, \$2.25. With a table of con-tents as follows: I. Hellas. II. The Earliest In-habitants. III. Migrations and Legendary His-tory. IV. The Asiatic Coast and the Islands of the Aegean. V. The Homeric Poems. VI. The Spartan State. VII. Argos, Arcadia, Achaea.

VIII. The Messenian Wars. IX. Early Attica. X. Northern Greece. XI. The Greek Colonies.

XII. The Tyrants. XIII. Solon. XIV. Sparta in the Sixth Century. XV. Pisistratus and Clis-thenes. XVI. The Greeks in the East

As a companion to this we have

THREE GREEK CHILDREN. A tale of the Peloponnesian War. By Alfred J. Church. 12 full page illustrations printed in colors. \$1.25.

THE J. B. Lippincott Co. send us

two more volumes of their "International States-men Series," edited by Lloyd C. Sanders.

PRINCE METTERNICH. By Col. G. B. Malleon. The Author says: "In writing this sketch of a statesman whose career occupies so great a space in the history of Europe for *fifty years*, I have consulted," &c.—whereupon we open our eyes, and ask ourselves what has be-come of our knowledge of history that we do not clearly and vividly recall the career of a Prince who for "fifty years occupies so great a space in the history of Europe." Well, the fact is, these volumes of about 200 pages do just this needed service for us—and in this lies their chief worth and chief attraction as well. The following brief extract shows both the character and quality of the information the volume affords:

"When Waterloo had completed the overthrow which Leipzig had initiated, Prince Metternich stepped quietly into the seat whence Napoleon had been hurled, and for the three and thirty years that followed, directed unostentatiously, but very surely, the policy of the continent. Throughout that period his was the central, the omnipotent figure, to which sovereigns referred for advice and guidance and before which na-tions bowed."

Then we have in the same series the

LIFE OF DANIEL O'CONNELL. By J. A. Hamilton, in which we get a glimpse of the fam-ily, birth, education, career, and subsequent pow-er of this Irish agitator, patriot and pleader at the bar. We give a specimen or two by way of il-lustration of what our readers will find in the volume.

To a witness who denied that he was drunk, because "he had only had his share of a quart," O'Connell quietly said, "Come, wasn't your share all but the pewter?" and the man owned that it was. A prisoner, whom he had successfully de-

The Favorite

Medicine for Throat and Lung Diffi-culties has long been, and still is, Ayer's Cherry Pectoral. It cures Croup, Whooping Cough, Bronchitis, and Asthma; soothes irritation of the Larynx and Fauces; strengthens the Vocal Organs; allays soreness of the Lungs; prevents Consumption, and, even in advanced stages of that disease, relieves Coughing and induces Sleep. There is no other preparation for dis-eases of the throat and lungs to be com-pared with this remedy.

"My wife had a distressing cough, with pains in the side and breast. We tried various medicines, but none did her any good until I got a bottle of Ayer's Cherry Pectoral, which has cured her. A neighbor, Mrs. Glenn, had the measles, and the cough was relieved by the use of Ayer's Cherry Pectoral. I have no hesitation in recommending this

Cough Medicine

to every one afflicted."—Robert Horton, Foreman Headlight, Morrilton, Ark.

"I have been afflicted with asthma for forty years. Last spring I was taken with a violent cough, which threatened to terminate my days. Every one pro-nounced me in consumption. I deter-mined to try Ayer's Cherry Pectoral. Its effects were magical. I was immedi-ately relieved and continued to improve until entirely recovered."—Joel Bullard, Guilford, Conn.

"Six months ago I had a severe hem-orrhage of the lungs, brought on by an incessant cough which deprived me of sleep and rest. I tried various reme-dies, but obtained no relief until I be-gan to take Ayer's Cherry Pectoral. A few bottles of this medicine cured me." Mrs. E. Coburn, 19 Second st., Lowell, Mass.

"For children afflicted with colds, coughs, sore throat, or croup, I do not know of any remedy which will give more speedy relief than Ayer's Cherry Pectoral. I have found it, also, inval-uable in cases of Whooping Cough."—Ann Lovejoy, 1257 Washington street, Boston, Mass.

Ayer's Cherry Pectoral,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

Sold by all Druggists. Price \$1; six bottles, \$5.

fended upon some charge, thanked him with topsy-turvy good will. "Och! Counsellor," he said, "I've no way here to show your Honor my gratitude, but I wish I saw you knocked down in my own parish, and wouldn't I bring a faction to the rescue!"

Another extract will show that O'Connell never scrupled to repeat himself; indeed, it was one of his devices to hit upon some telling phrase which an ignorant audience could carry away, to repeat it over and over again in every form, and to do this at meeting after meeting, until by constant reiteration the public had thoroughly learnt its lesson."

For sale in St. Louis by the Evans Book Co.

THROUGH the work our teachers are doing, the Christian principle of Renunciation: "He who loses his life for my sake shall find it," has grown into the vital organism of society; and it is well to note that the modern state is only the outgrowth, the realization of this Christian idea.

WHOEVER is properly educated—and hath eyes to see—everywhere falls into easy relations with his fel-low-men. Every man, everything is a prize, a study, a property to him, and this love smooths his brow, joins him to men, and makes him useful, beautiful, and beloved in their sight.

To be ignorant of one's ignorance, is the malady of ignorance.

PETITION FOR NATIONAL AID FOR EDUCATION.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA:

THE undersigned Citizens of.....

believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people; that ignorance among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Public Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color or previous condition in life; that such a system of schools should be in part temporarily aided at least, by contributions from the surplus now on hand in the Treasury of the United States.

We believe this aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the former CHIEF JUSTICE of the Supreme Court, and the ATTORNEY GENERAL of the UNITED STATES, that such aid is CONSTITUTIONAL, and is embraced in the following Preamble—

'We, the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquillity, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish this CONSTITUTION for the United States of America.'

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the bill passed twice by the Senate of the United States, and endorsed by Forty-four Senators, known as the "Blair Bill," making appropriations to be expended upon the basis of illiteracy in the several States and Territories of the whole country.

NAMES.

P. O. ADDRESS.

Please clip this out and paste it on to a sheet which will hold 50 names. Secure them and send them without delay to your Representative in Congress, or to

J. B. MERWIN, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

ORIGINAL OBSERVATION.

In this practical age the utilitarian can see but little value in learning for learning's sake; it must bring some pecuniary reward. It is for this reason that we, as a nation, take precedence over all others in inventions and labor-saving devices, and occupy a secondary position in scientific research.

This fact is especially true in regard to original work in Physiology. It is a poorly taught branch in our Public Schools; receives little more attention in the colleges; and while consider-

able time is given it in the medical schools, the facts taught are the result, by a large majority, of foreign experimenters.

We have just as able men for this department of education as any country in the world, and are just as well able to take the lead in this matter of original research, if provision is only made for it. Our leading colleges and universities must recognize the want before it can be satisfied.

Why does Germany produce so many able men in this department? Simply because her universities endeavor to stimulate original research,

by providing all the requisites—laboratories well equipped, and teachers sufficiently paid that they may devote their entire time to their work without the necessity of looking elsewhere for their daily bread.

With us how different! A teacher of this department usually has several other branches to teach, and consequently no time to devote to original observation, and in the majority of cases but little ability for this sort of work. We shall make a long stride when some of our universities place this study on a level with the other sciences and are as generous toward its support.

But before we can expect great results in this field we must

TRAIN THE STUDENTS TO BECOME OBSERVERS,

and this training means such close application and hard work that only those adapted to it will continue it long enough to make investigations on their own account: so, from necessity, this field will never be overcrowded.

Such a training requires familiarity with many sciences—with mathematics, chemistry, physics, etc. The microscope is called to aid the eye, and the camera to record certain facts not to be retained otherwise; and so this department is one of the broadest of all and the one most neglected. There was never a wider field for research than at present, and let us not neglect it.

GEO. H. TALBOT, M. D.

Newtonville, Mass.

We should rather be President than "Wright"—but should not care to be either.

For the reason, that it is claimed that the teacher only teaches over and over again what is already known, there is danger that there will be no growth or elasticity of mind. We ought, perhaps, to urge more strenuously than we have done, that outside reading should be followed more thoroughly and systematically by teachers of all grades. Is this true? Is this the inevitable result?

If it is true, then teachers should reinforce themselves, with arguments, illustrations and examples, by a broad, general culture and reading so much as to make the recitation in every branch specially attractive and interesting, so that pupils would come to it for instruction, refreshment and inspiration as much as to demonstrate to themselves and the teachers that they had mastered the special technique used by the author of the text-book they have been studying.

What room is there here for a stereotyped, dry, dead "method?"

To return to the original question—Is it true? If so, who so much interested in the remedy as the teachers themselves?

I had a severe attack of catarrh over a year ago and became so deaf I could not hear common conversation. I suffered terribly from roaring in my head. I procured a bottle of Ely's Cream Balm, and in three weeks could hear as well as I ever could, and now I can cheerfully say to all who are afflicted with the worst of diseases, catarrh and deafness, take one bottle of Ely's Cream Balm and be cured. It is worth \$1,000 per bottle to any man, woman, or child suffering from catarrh.—A. E. Newman, Grayling, Campbell Co., Mich.

HOLBROOK'S IMPROVED LIQUID SLATING FOR BLACKBOARDS.



A gallon will cover 200 square feet with three coats.

CAUTION.—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several base and cheap imitations, none can produce the

Smooth, Enduring, Dead-black Surface of the Holbrook.

It is the only Surface that will not Glaze, and it will last Ten Years.

PRICES:

Black, pints.....	\$ 1 25	Black, half gallons.....	\$ 4 25
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" quarts.....	3 00	" gallons.....	10 00

Address: **J. B. Merwin School Supply Co.,**

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS,

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Is the very best, and consists of Handsome New SMOKING and PARLOR COACHES, Elegant FREE RECLINING CHAIR CARS, the best and most completely equipped DINING CAR SERVICE in the World, and the magnificent PULLMAN PALACE, WAGNER and WOODRUFF SLEEPING CARS.

The road-bed is kept in splendid condition. The tracks are all laid with heavy steel rails, and the fast time, close connections and superior accommodations on the Wabash are unequalled by any other line.

Information in regard to Routes, Rate, Time of Trains, Connections, etc., will be cheerfully and promptly furnished on application, personally or by letter, to any Agent of the Wabash Railway.
JOHN MCNULTA, S. W. SNOW,
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CHICAGO. 1-22

Santa Fe Route.

CHICAGO, SANTA FE AND CALIFORNIA RAILWAY WILL OPEN FOR

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ON SUNDAY, APRIL 29th, 1888, BETWEEN
CHICAGO AND KANSAS CITY.

The equipment is handsome and comfortable, and embodies all recent improvements for transportation that are practical.

Dearborn Station, Chicago,

AND
Union Depot, Kansas City,

Are the Passenger Terminal of the

SANTA FE.

1-22

THE door to intelligence is fenced about with such barbarous caution that a stranger would be naturally led to believe that our statesman considered the existence of its opposite among us as the *sine qua non* of our prosperity; or, at least, that they regarded it as an act of the most atrocious criminality to raise an illiterate man from the dust, and place him on the stage of life on a level with the citizen.

CATARRH CURED.

A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a recipe which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Prof. J. A. Lawrence, 88 Warren St., New York City, will receive the recipe free of charge. 10-21-77

THE Citizens' Committee of Philadelphia holds itself responsible for providing progressive teachers with any material for their work that the school committee declines to furnish. This is the best means of disposing of the "old foggy" that has yet been devised.

BETTIESTUART INSTITUTE, Springfield, Ill.—Standing among the advertisements of Educational Institutions will be found the Bettie Stuart, whose Principal, Mrs. A. M. Brooks, was a graduate of the same Female Seminary at Oxford, Ohio, with Mrs. Carrie Harrison, the wife of the President-elect.

UTILITY.

"His very genius
Hath taken the infection of the device."
—SHAK.

YES—let us, as teachers and educators, look carefully, if you will, after the "utilities," only let us build on a sure foundation.

Emerson says:

"It is long ere we discover how rich we are. Our history, we are sure, is quite tame. We have nothing to write, nothing to infer. But our wiser years still run back to the despised recollections of childhood, and always we are fishing up some wonderful article out of that pond; until by-and-by we begin to suspect that the biography of

the one foolish person we know is, in reality, nothing less than the miniature paraphrase of the hundred volumes of the Universal History.

In the intellect constructive, which we popularly designate by the word Genius, we observe the same balance of two elements as in intellect receptive.

The constructive intellect produces thoughts, sentences, poems, plans, designs, systems. It is the generation of the mind, the marriage of thought with nature. To genius must always go two gifts, the thought and the publication.

The first is revelation, always a miracle, which no frequency of occurrence or incessant study can ever familiarize, but which must always leave the inquirer stupid with wonder.

It is the advent of truth into the world, a form of thought now for the first time bursting into the universe, a child of the old eternal soul, a piece of genuine and immeasurable greatness. It seems, for the time, to inherit all that has yet existed and to dictate to the unborn. It affects every thought of man and goes to fashion every institution. But to make it available it needs a vehicle of art by which it is conveyed to men. To be communicable it must become picture or sensible object.

We must learn the language of facts. The most wonderful inspirations die with their subject if he has no hand to paint them to the senses. The ray of light passes invisible through space and only when it falls on an object is it seen. When the spiritual energy is directed on something outward, then is it a thought. The relation between it and you first makes you, the value of you, apparent to me.

The rich inventive genius of the painter must be smothered and lost for want of the power of drawing, and in our happy hours we should be inexhaustible poets if once we could break through the silence into adequate rhyme. As all men have some access to primary truth, so all have some art or power of communication in their head, but only in the artist does it descend into the hand. There is an inequality, whose laws we do not know, between two men and between two moments of the same man, in respect to this faculty. In common hours we have the same facts as in the uncommon or inspired, but they do not sit for their portraits; they are not detached, but lie in a web.

The thought of genius is spontaneous; but the power of picture or expression, in the most enriched and flowing nature, implies a mixture of will, a certain control over the spontaneous states, without which no production is possible. It is a conversion of all nature into the rhetoric of thought, under the eye of judgment, with a strenuous exercise of choice. And yet the imaginative vocabulary seems

to be spontaneous also. It does not flow from experience only or mainly, but from a richer source."

Let us go to and hold close to this 'richer source' in all work, and time and change shall only serve to develop and perfect it.

SCOTT'S EMULSION OF PURE COD LIVER OIL AND HYPOPHOSPHITES

Almost as Palatable as Milk.

Containing the stimulating properties of the Hypophosphites combined with the Fattening and Strengthening qualities of Cod Liver Oil, the potency of both being largely increased.

A Remedy for Consumption.
For Wasting in Children.
For Scrofulous Affections.
For Anæmia and Debility.
For Coughs, Colds & Throat Affections.

In fact, ALL diseases where there is an inflammation of the Throat and Lungs, a WASTING OF THE FLESH, and a WANT OF NERVE POWER, nothing in the world equals this palatable Emulsion.

SOLD BY ALL DRUGGISTS.

SEA-SALT SOAP.

Possesses the tonic, purifying properties of a sea bath, curing all local skin and scalp diseases, pimples, blotches, eczema, tetter, chafing, etc. It is made from perfectly pure materials, and is most healing and invigorating to the skin, keeping it in a fresh, clean and healthy condition. Sold by druggists and fancy goods dealers, or sent by mail one cake for 25 cts, or three for 60 cts. by the proprietors.

R. H. McDONALD DRUG CO.,
532 Washington St., New York.

Tutt's Pills FOR TORPID LIVER.

A torpid liver deranges the whole system, and produces

Sick Headache, Dyspepsia, Costiveness, Rheumatism, Sallow Skin and Piles.

There is no better remedy for these common diseases than Tutt's Liver Pills, as a trial will prove. Price, 25c.

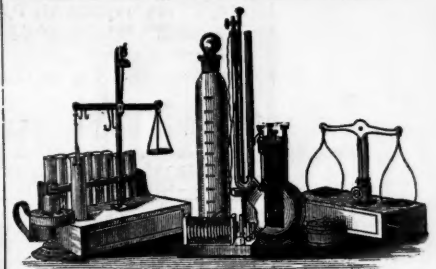
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